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| <b>Section:</b> | <b>Students and Instruction</b>                      |
| <b>Title:</b>   | <b>Reduced or Partial Day Schedules for Students</b> |

## Purpose

To outline when a principal may implement an ongoing reduced or partial-day schedule for a student and to clarify the expectations for consultation, documentation, and planning for the return to a full-day schedule. Children and youth who are regularly being sent home early are encompassed by this procedure unless being reported by the school as a suspension.

## General Guidelines

1. Students benefit from and are entitled to a full-day schedule at their neighbourhood school.
2. Removal from school is neither a service nor a support.
3. Reduced or Partial Day schedules:
  - a) may only be used when considering how best to meet the transition, medical or disability related needs of a student and not as a method to manage student behaviour or as a means of discipline.
  - b) under most circumstances, it would only be in place for a limited amount of time.
  - c) are not to be implemented to accommodate transportation schedules.
  - d) are not to be implemented to accommodate staffing shortages.
4. Returning to a full-day schedule must not be dependent on a requirement for medication, treatment, therapy, or outside services.
5. Where there is injury to staff, students or property, school staff may request that a student stay home temporarily, and return gradually, as updates to the Safety and/or Behaviour Plan are made and supports and resources are reviewed.

## Procedure

1. The following questions will be fully explored, documented, and added to the school file.
  - a) What is the unique transition, medical or disability-related need?
  - b) How will removal from school meet the student's educational needs?
  - c) How will removal from school result in educational progress?
  - d) What supports, services, or interventions can be utilized (e.g., visual schedules, trauma-informed strategies, breaks, consultation with student services, and/or district therapists)?
  - e) What is the plan and timeline to return to full days?
2. The family of the student will be consulted to explore viable alternatives to a reduced day schedule.
3. The principal, in consultation with the Director of Student Services, Assistant Superintendent, or designate, determines if the student's day will be altered.
4. Use the Gradual Entry-Reintegration Plan and attach any additional plans for Supervision, Safety, or Behaviour Support.
5. The student must return to a full-day schedule as soon as they are able to do so.
6. A record of all students on a reduced or partial day schedule will be kept at the District of Education Office.

**Date Adopted:** July 2022 (Administrative Procedure 4.2.1)

**Date Amended:**

**Cross Reference:** [Student Attendance Policy \(new policy – in development\)](#)  
[Gradual Entry- Reintegration Plan Form](#)

**Legal References:** [Diversity in B.C. Schools Policy](#)  
[Safe and Caring School Communities](#)

**Resources:** [MDE Office of Special Education – Shortened School Day](#)  
[ND of Education – Shortened Days](#)